

GUJARAT STATE LEVEL ELIGIBILITY TEST

Code No. : 14

Subject : PSYCHOLOGY

SYLLABUS AND SAMPLE QUESTIONS

Note: There will be two question papers, Paper—II and Paper—III. Paper-II shall consist of 50 objective type compulsory questions based on the subject selected by the candidate. Each question will carry 2 marks. Paper-III will consist of 75 objective type compulsory questions from the subject selected by the candidate. Each question will carry 2 marks. All questions of Paper-II and Paper-III will be compulsory, covering entire syllabus (including all electives, without options).

PAPER-II

1. **Perceptual Processes**

Approaches to the Study of Perception : Gestalt and physiological approaches
Perceptual Organization : Gestalt, Figure and Ground, Laws of Organization
Perceptual Constancy : Size, Shape and Brightness, Illusion; Perception of Depth and Movements
Role of motivation and learning in perception

2. **Learning Process**

Classical conditioning : Procedure, Phenomena and related issues
Instrumental learning : Phenomena, Paradigms and theoretical issues
Reinforcement : Basic variables and schedules
Verbal learning : Methods and materials, organizational processes

3. **Memory and Forgetting**

Memory Processes : Encoding, Storage, Retrieval
Stages of memory : Sensory memory, Short-term Memory (STM) and Long-term Memory (LTM)
Episodic and Semantic memory
Theories of Forgetting : Interference, decay, retrieval

4. **Thinking and Problem Solving**

Theories of thought processes : Associationism, Gestalt, Information processing
Concept formation : Rules and strategies
Reasoning : Deductive and inductive
Problem-solving : Types and strategies
Role of concepts in thinking

5. **Motivation and Emotion**

Basic motivational concepts : Instincts, needs, drives, incentives, motivational cycle

Approaches to the study of motivation : Psychoanalytical, ethological, S-R, Cognitive, humanistic

Biological Motives : Hunger, thirst, sleep and sex

Social Motives : Achievement, affiliation, approval

Exploratory behaviour and curiosity

Physiological correlates of emotions

Theories of emotions : James-Lange, Canon-Bard, Schachter and Singer

Conflicts : Sources and types

6. **Human Abilities**

Intelligence : Biological, Social, Eco-cultural

determinants Theories of intelligence : Spearman,

Thurston, Guilford Individual and group differences :

Extent and causes

Measurement of human abilities

7. **Personality**

Determinants of personality : Biological and socio-cultural

Approaches to the study of personality : Psychoanalytic, neo-freudian, social learning, trait and type, cognitive

Personality assessment : Psychometric and projective

tests Self-concept : Origin and development

8. **Research Methodology**

Research problems, hypothesis, variables and their operationalization

Types of psychological research

Methods of psychological research : Experimental, Quasi-experimental, case studies, field studies, and cross-cultural studies

Methods of data collection : Observation, interview, questionnaire, tests and scales.

Non-parametric tests

9. **Measurement and Testing**

Test construction : Item writing, item-analysis

Test standardization : Reliability, validity and norms

Types of tests : Intelligence, aptitude, personality—characteristics and important examples

Attitude scales and interest

inventories Educational measurement

and evaluation

10. **Biological Basis of Behaviour**

Receptors, effectors and adjuster mechanisms

Neural impulse : Origin, conduction and measurement

Sensory system : Vision *and* Audition

Human nervous system : Structure and functions

PAPER-III (A)

[Core Group]

Unit—I

Signal detection theory, subliminal perception and related factors, information processing approach to perception, culture and perception, perceptual styles. Ecological perspective on perception.

Unit—II

Learning theories : Hull, Tolman, Skinner

Cognitive approaches in learning : Latent learning, observational learning

Experimental analysis of behaviour : Behaviour modification, shaping

Discrimination learning

Neurophysiology of learning

Unit—III

Models of memory : Atkinson and Shiffrin, Craik and Lockhart, Tulving

Semantic memory : Episodic, trace model and network model

Long-term memory : Retrieval cues, flashbulb memory, constructive processes in memory, eyewitness testimony, autobiographical memory

Biological basis of memory : The search for the engram, PET scan, and biochemical factors in memory

Improving memory : Strategies

Unit—IV

Cognitive strategies : Algorithms and heuristics

Convergent *and* divergent thinking Decisionmaking; impediments to problem-solving

Creative thinking and problem-solving Language and thought

Unit—V

Historical Antecedents of motivation from Mechanism to Cognition

Cognitive bases of motivation : Intrinsic motivation,

Attribution, Competence

Measurement of motives : Issues and techniques Cross-cultural

perspectives of motivation : Achievement, Aggression Components of emotion : Physiological, expressive and cognitive Neural mechanism

of emotion : Central and peripheral

Measurement of emotions : Physiological, expressive and cognitive measures

Current theories of emotions and facial feedback hypothesis

Stress and coping : Reactions to stress, outcomes of stress

Unit—VI

Theories of intelligence : Cattell, Jensen, Sternberg Goleman
Creativity : Views of Torrance, Getzels, Guilford
Intelligence and creativity : Relationship
Abilities and achievement : Concept and role of emotional intelligence

Unit—VII

Clinical and growth approaches to personality
Existential and humanistic theories of personality : Frankl, Rollo May, Maslow, Rogers
Personality assessment : Projective, psychometric and behavioural measures
Psychology of self : Western and Eastern perspectives, measurement of self

Unit—VIII

Research designs : Correlational, factorial, randomized block, matched group, quasi-experimental, time series design
ANOVA : Randomized and repeated
Correlational analysis : Partial, multiple and regression analysis
Factor analysis : Assumptions, methods, rotation and interpretation

Unit—IX

Psychological scaling : Purpose and methods
Sources of bias in psychological testing
Ethical issues in psychological testing
Application of factor analysis in standardization of tests—with important illustrations

Unit—X

Methods of Physiological Psychology : Lesion and Brain Stimulation
Sleep and waking : Stages of sleep, Disorders of sleep, and Physiological mechanisms of sleep and waking
Ingestive Behaviour : Drinking and its neural mechanism; hunger and its neural mechanism
Endocrine system : Chemical and glandular

PAPER-III (B) **[Elective/Optional]**

Elective—I

Current trends in Social Psychology
Social cognition
Social influence
Prosocial behaviour
Anti-social behaviour

Applied social psychology : Health, Environment and Law

Elective—II

Developmental processes : Nature, Principles and related concepts—maturity, experience factors in development : Biogenic, Psychogenic and Sociogenic
Stages of Development : Theories of Development : Psychoanalytic, Behaviouristic and cognitive
Various aspects of development : Sensory-motor, cognitive, language, emotional, social and moral

Elective—III

Human development and individual differences
Motivation and learning
Factors in educational achievement
Social psychology of education
Teacher effectiveness
Guidance in schools : Needs, organizational set up and techniques
Counselling : Process and areas

Elective—IV

Development of industrial and organizational psychology
Selection processes in organization
Organizational training
Performance appraisal
Motivation and work
Leadership
Work environment
Organizational behaviour : Theories, socialization, effectiveness

Elective—V

Psychopathology : Concepts, classification and causes; clinical diagnostics
Common clinical disorders
Mental retardation
Mental Health : Intervention models and psychotherapies

SAMPLE QUESTIONS

PAPER-II

1. Delayed conditioning is known as
 - (A) CS begins far before the US is presented
 - (B) CR gets established but it changes
 - (C) CS elicits the CR
 - (D) CS is more powerful than CR

2. Match the items of List-I with *List-II*

List-I

- A. Needs
- B. Instincts
- C. Sentiments
- D. Traits

List-II

- 1. McDougall
- 2. Allport
- 3. Murray
- 4. Freud

(A) A B C D
4 1 2 3

(B) A B C D
3 4 1 2

(C) A B C D
2 1 3 4

(D) A B C D
1 3 2 4

Mohit is a young man who strives for excellence and feels satisfied when he can master a new task. Mohit has a need for

- (A) Competence
- (B) Power
- (C) Approval
- (D) Achievement

PAPER-III (A)

How would you measure job satisfaction?

Or

Explain the concept of time and motion study.

PAPER-III (B)

Define short-term memory and indicate its processes and functions.

Or

Discuss the causes, symptoms and treatment of general anxiety disorder.